

Development of Culture-Based Learning Through Children's Kerinci Folk Stories in Kindergarten

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Abstract

Introduction to regional culture needs to be introduced from an early age through education. One form of instilling cultural values in schools is through culture-based learning. This research aims to develop culture-based learning through Kerinci folklore in kindergartens. The type of research used is Research and Development with the Born & Gall Design Model. The subjects of this research consisted of 20 children at the Pembina Pondok Tinggi State Kindergarten, Sungai Full City. Development of culture-based learning through Kerinci folklore at the Pembina Pondok Tinggi State Kindergarten seen in terms of learning activities and children's learning outcomes. From the aspect of learning activities during the implementation of learning, children are enthusiastic in listening, responding and carrying out evaluations. The results of children's development as seen from the observation sheet on six aspects of child development show that the children's scores during the pre-test and post-test have all increased, meaning that culture-based learning is effective to use and apply in learning. So, that the expected development according to the child's age can be achieved well and maximum.

Keywords: *culture based learning; kerinci folklore; early childhood*

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Introduction

Early childhood is the initial period in the growth and development range of children aged 0-6 years (Suryana & Hijriani, 2022). Early childhood experiences a sensitive period in the development process which they receive through external stimulation (Latifa & Muryanti, 2022). Children's growth and development must be stimulated so that they run optimally (Suryana & Latifa, 2023). Children's knowledge will become the capacity for education to provide stimulation (Latifa & Elza, 2023). One form of providing stimulation can be done through early childhood education. Early childhood education is a vehicle for instilling basic concepts or foundations in children before children receive other learning at the next level of education (Mayar et al., 2019). Early childhood education starts from the family at home which is the main educational institution (Mahyuddin & Isratati, 2023). Through early childhood education which provides educational services by providing activities that support children's growth and development from various aspects of child development (Wandi & Mayar, 2019).

Early childhood education learning is a process of interaction between children, parents, or other adults in an environment to achieve developmental tasks (Mayar et al., 2022). Early Childhood Development Achievement Level Standards in Government Regulation

Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards state that it is focused on aspects of child development which include; 1) Religious and Moral Values, 2) Pancasila Values, 3) Physical Motor, 4) Cognitive, 5) Language, and 6) Social Emotional. To stimulate various aspects of development, not only parents play an important role, but schools also play a role in the child's growth and development process (Latifa & Muryanti, 2022). The process of child growth and development needs to involve a lot of the role of the environment (Latifah, 2020). Ramayulis (Zahroh & Na'imah, 2020) explaining demographic conditions, religion, culture, customs and habits, these are what influence a child's development. One important factor in the child's growth and development process is that children know their culture.

Culture is the identity of an area that has value in education, which is also interpreted as a way of life as a result of human ideas in a community group (Pamungkas et al., 2016);(Iryani, 2017). Culture is a complete pattern of human behavior and the products it produces carry thought patterns, verbal patterns, action patterns and artifacts, and are very dependent on a person's ability to learn, convey their knowledge to the next generation through various tools, language and reasoning patterns (Tanu, 2016). So it is necessary to instill cultural values as early as possible through education, especially in early childhood education. This is in accordance with Ki Hajar Dewantara's concept which states that education is part of cultural learning which teaches morals, manners and exemplary behavior which is educational in nature (Towaf, 2016). One form of instilling cultural values in schools is through culture-based learning.

Culture-based learning is learning designed to increase educational equality for all (Barnes-Najor et al., 2021). Culture-based learning is based on the recognition of culture as a fundamental part of education, expression and communication of ideas, as well as the development of knowledge (Muzakki & Fauziah, 2015). Constructivism theory in education was developed by the results of Vygotsky's thinking (Laksana et al., 2021) states that children construct knowledge or create meaning as a result of thinking and interacting in a social context. Culture-based learning teaches children about cultural values, so they understand their cultural environment (Yusuf & Rahmat, 2020). In line with relevant research (Rahmadani et al., 2023) The research results show that the introduction of local Semarang culture through media such as videos, books, stories, apperception media, miniatures, wayang, as well as activities can develop activities in the art center. The teacher's role is to provide various tools and materials, as well as compiling learning tools. Other research shows that one way of introducing culture can be done with folk tales and fairy tales, these stories embody cultural and moral values, help in learning a lesson or to maintain the integrity of a traditional culture (Smith, 2015).

One form of culture-based learning is folklore. Each region has its own folklore. Folklore is a form of local literature which, along with changing times, is starting to be abandoned. By using folklore in the learning process, it is hoped that children can learn about the culture of the area where they live, which has been told from generation to generation. Folklore acts as a medium for conveying messages, suggestions for building inner contact, developing imagination, and as a medium for children's entertainment (Sulistianingsih et al., 2018). Folklore as oral literature and folklore traditions as part of oral traditions are both important for building creativity as ethnic cultural wealth (Doko, 2017). Early age is the right time for a child's growth and development. Therefore, it is ideal to shape children's characteristics by introducing various folk tales (Baiduri et al., 2019). Folklore uses a cultural background that is close to children, making it easier for children to understand the story and implement the story in everyday life. Children will enter the learning atmosphere because they are interested in the story being told (Afriyanti & Somadayo, 2020). So it is necessary to carry out culture-based learning so that regional culture such as folklore is not abandoned but is still preserved. In this case, the folklore taken in the research uses regional folklore written by Nitalia Talia entitled "Cerita Rakyat Daerah Danau Kerinci Kabupaten Kerinci" yang

diterbitkan oleh Kantor Bahasa Provinsi Jambi. Buku ini menceritakan enam macam cerita diantaranya, 1) Baskom Emas, 2) Legenda Danau Kerinci: Calungga dan Calupat; 3) Legenda Batu Patah; 4) Puti Sari Jelia; 5) Putri Tangguk; dan 6) Sari Bungkok.

Based on the phenomena that researchers have observed through observations and interviews at the Pembina Pondok Tinggi State Kindergarten, Sungai Full City, the learning process has implemented culture-based learning. However, it has only been implemented a few times because it only follows the Independent Curriculum which emphasizes culture-based learning by utilizing local wisdom. In carrying out curriculum analysis of field findings, educators must adjust themes according to the principles of theme development. Zulfikri (2022) in an audience with the Limapuluh Kota Regency Government, West Sumatra Province, regarding the Implementation of the Minangkabau Natural Culture and Tahfiz Al-Qur'an Local Content Curriculum states because education can be eliminated from the nation's culture. This means that all cultural conditions and regional characteristics have quite a large space in the curriculum. This is based on observations that the introduction of culture has not been implemented optimally because teachers choose to follow what already exists and teachers do not develop a curriculum according to the environment that children need to know. Therefore, this research is an opportunity for researchers to develop a culture-based learning model through regional folklore, especially the Kerinci area. Apart from providing knowledge to children and stimulating aspects of children's development through culture-based learning, this research also provides benefits for regional culture to be preserved by successors starting from an early age.

Methodology

The research used is research and development (Research and Development). Development research is the process of discovering, developing and testing products (Sugiyono, 2015). The type of development research is Borg & Gall (**Figure 1**), where this research can be used as an option for developing learning products in the field of education, because the development results are in accordance with needs in the research field (Gall & Borg, 2015). This research stage only reaches the point of compiling a product in the form of a culture-based learning development prototype. The research location is at the Pembina Pondok Tinggi State Kindergarten, Sungai Full City. Data were collected using two methods, namely interview instruments and observation because data analysis was carried out descriptively and practically. Interviews were conducted by teachers as a source and observations were made by teachers and children in the culture-based learning process. The stages carried out in this research are (1) preliminary study related to observations/phenomena; (2) reviewing literature and thinking frameworks; (3) model/prototype design which is currently still reviewing prototype revisions so that later it can be continued in testing the validity and reliability of the model development section. The development procedures that will be carried out in this research are explained in **Figure 2**.

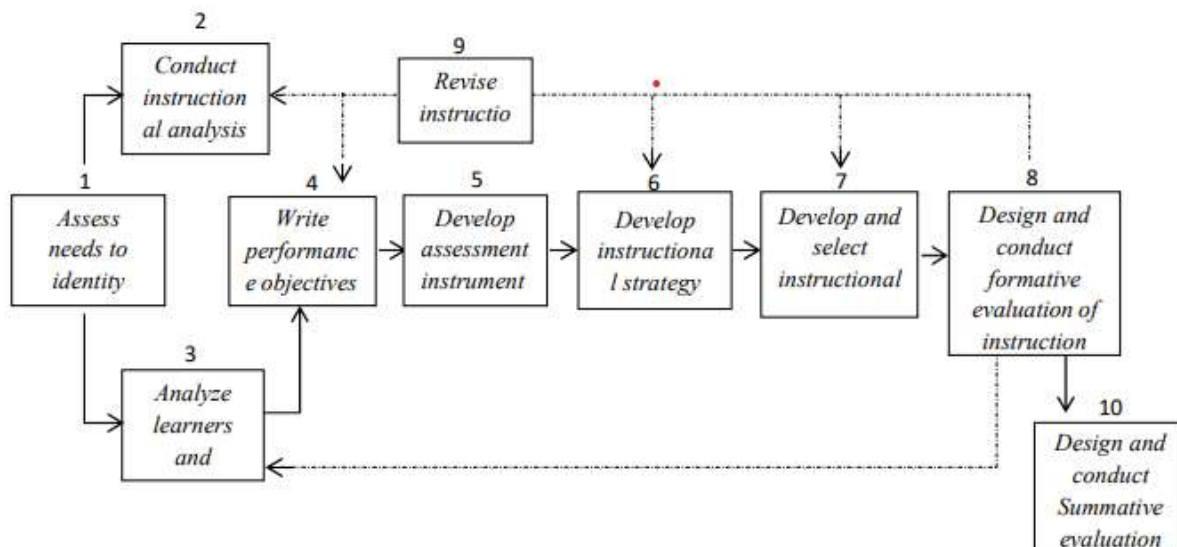


Figure 1. Research Scheme Borg & Gall

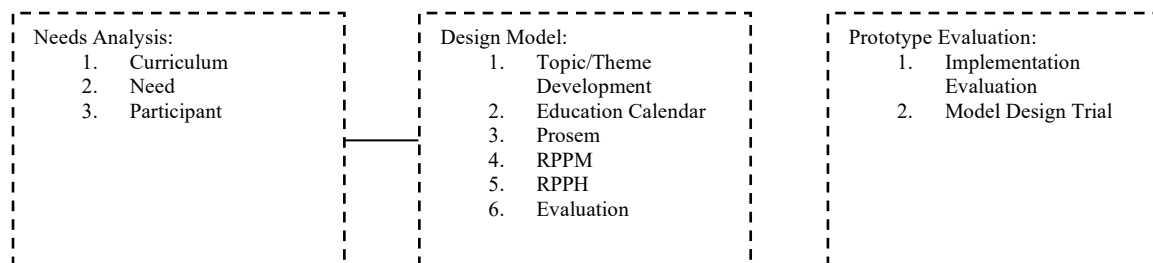


Figure 1. Culture-Based Learning Prototype

The develop a development model that the researcher will carry out prototype where the stages that will be passed will be structured so that when still requires revisions related to the model that will be produced and can be evaluated again and can even be evaluated start the initial process. The approach used in preparing prototype development culture-based learning through Kerinci folklore involves a synergistic relationship between researchers and researchers' data source as user.

Result and Discussion

Needs Analysis

The results of data collection carried out by researchers observed the ongoing learning process, conducted interviews with school principals and teachers. When researchers observe the ongoing learning process, teachers tend to provide learning using learning methods and models that are often used in schools, such as lecture methods, giving assignments, questions and answers, and playing. Meanwhile, the learning model commonly used is the central model. The curriculum used is the Independent Curriculum. In the implementation of the independent curriculum, there is a place set aside for regional governments to provide local content based on regional wisdom and characteristics, this is because education is ingrained in the nation's culture, this shows that the curriculum has sufficient space to accommodate all cultural and geographical factors (Kusnadi, 2022). A curriculum that is integrated with local cultural wisdom can contribute to realizing the Pancasila student profile (Handayani et al., 2022). The form of following the Pancasila Student Profile is carried out through school culture, including school climate, extracurricular activities and the content of learning (Nurdyansyah et al., 2022).

The results of interviews with school principals and teachers regarding culture-based learning show that the implementation of culture-based learning has only been implemented a few times in schools because the new school uses the Independent Curriculum which contains culture-based learning. So far, teachers have not been varied in developing culture-based learning by utilizing local regional wisdom. Before the school used the Merdeka Curriculum, the school implemented culture-based learning in activities carried out from the description of the annual program which explained that the culminating theme activities were carried out in the surrounding environment with field trip activities that visited local wisdom in the Sungai Banyak City area and Kerinci Regency. This is because to provide meaningful discussion of the theme, at the end of each theme it is necessary to strengthen it with a peak theme (Astutik & Choירו, 2021).

Identification of children's behavior and characteristics is used in planning instructional strategies that influence learning and determining where instruction will occur and on what skills will be the focus of research. Researchers analyzed children's needs through the use of an interview format to determine children's learning resources, personality, cognitive and environmental aspects. Through these interviews, it can be concluded that children need learning innovations that are relevant for the 21st century. In 21st century learning, students must have the ability, knowledge, skills in technology, media and information, in learning and creativity, to develop using life skills (Maddukelleng et al., 2023). So in this research the innovation that can be carried out is developing a culture-based learning model.

Teacher needs analysis was carried out through a teacher needs analysis questionnaire to identify problems related to teachers' understanding of culture-based learning. In carrying out curriculum analysis of field findings, educators must adjust themes according to the principles of theme development. This is based on observations that the introduction of culture has not been implemented optimally because teachers choose to follow what already exists and teachers do not develop a curriculum according to the environment that children need to know.

Curriculum analysis is an analysis of the learning objectives contained in the curriculum. At this stage, we discuss learning themes and sub-themes, namely core competency analysis which consists of core competency analysis, basic competency analysis and material analysis. This analysis is related to basic competencies and indicators that children aged 5-6 years are familiar with the surrounding culture, such as curriculum analysis carried out based on initial observations at the Pembina Pondok Tinggi State Kindergarten. From the results of data collection and analysis, a need can be identified, namely the need for culture-based learning in kindergarten with the aim of preserving regional culture through the learning process.

Design Model Analysis

This activity is a systematic process that starts from setting learning objectives, designing learning tools, designing learning activities and designing tools for evaluating learning outcomes. This stage is a conceptual design that underlies the subsequent development process. The researcher prepared a prototype to facilitate the development of culture-based learning with the stages that will be followed being structured so that when revisions are still needed regarding the model that will be produced it can be evaluated again and can even be evaluated starting from the initial process. The approach to developing a prototype for developing culture-based learning involves a relationship between researchers and data sources. The importance of a learning model that can be used as a reference for developing culture-based learning in the environment around children can be used as a means of teaching the concept of meaningfulness to children. Where the meaningfulness is in accordance with the design designed through theme identification.

The first stage, this model design needs to identify the learning topic/theme. Theme is a topic that becomes an umbrella for integrating all concepts and learning content through play activities in achieving the expected competencies and level of development. The implementation of themes and sub-themes can be carried out in development activities through play and habituation (Adam, 2019). Learning that uses themes will have strength because it is designed according to children's conditions based on learning experiences, is fun, develops thinking skills and fosters social skills (Lestarinigrum & Wijaya, 2019). Apart from that, themes in early childhood learning can build children's knowledge and develop all aspects of children's development (Astutik & Choירו, 2021). Developing various regional cultures as content or material that is specifically studied in the form of learning activity themes or simply as a learning resource (Talu, 2023).

The second stage, the educational calendar contains the start of the school year, effective weeks, effective learning times and holidays as well as a description of the peak themes where the preparation of this educational calendar must be adapted to local regional conditions and needs to be analyzed for the description of the peak themes according to which different institutions will design activities that different too. Assessment in early childhood education institutions has several stages that must be carried out starting from daily, weekly, monthly and semester assessments. This assessment is carried out authentically every day and continuously to determine the success of learning (Puspitasari et al., 2021). The concept of assessment is connected with analyzing needs or need assessment, namely as a way of collecting all information related to the child's actual and factual abilities (Dewi et al., 2023). Assessment in learning is needed to determine the level of success of the learning program that has been carried out by the teacher (Baruta, 2023).

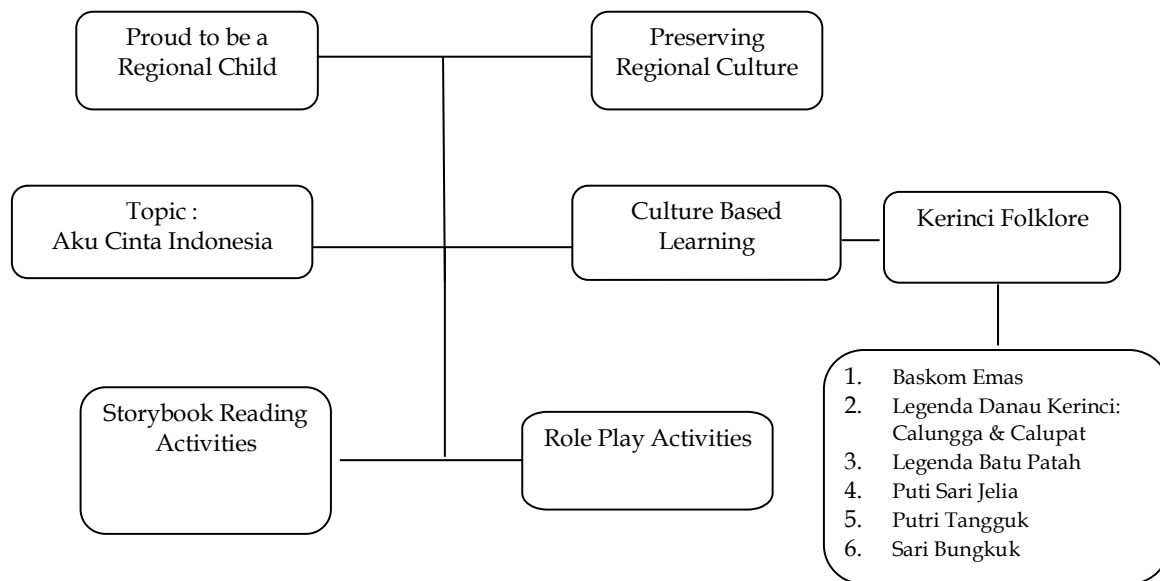


Figure 3. Concept Map of Core Learning Components

Culture-based learning is described holistically through project activities in the Prosem, RPPM and RPPH learning plans to appropriate assessments of early childhood development. The concept of this culture-based learning model was developed through project activities. Project learning activities carried out by children can inspire children to make contributions and impacts on the surrounding environment (Nurhadiyati et al., 2020). This model was designed with an introduction to Kerinci regional culture in the form of Kerinci Regional folklore which has been passed down from generation to generation and must be preserved. Through folklore, children are able to recognize, understand and feel the values contained in the story, so that good character values will be formed within the child (Mentari

& Yanzi, 2020). Next, the activities were evaluated using a learning process implemented with a culture based learning model through story books and role-playing activities. For more details, the implementation of culture-based learning development through Kerinci folklore was carried out at the Negeri Pembina Pondok Tinggi Kindergarten and an evaluation was carried out to assess the implementation of this learning model with child development.



Figure 4. Implementation development of culture based learning through children Kerinci folklore with story book



Figure 4. Implementation development of culture based learning through children Kerinci folklore with role playing

Prototype Evaluation

This stage carries out evaluation activities to measure the achievement of development objectives. The evaluation results are used to provide feedback to the user or child. Revisions are made according to evaluation results or needs that have not been met. The evaluation results were obtained based on the practicality and effectiveness assessment sheet from the evaluation results of teacher and researcher observations. Evaluation of learning activities is seen from the initial stage to the final stage of the activity. Starting from conducting an analysis of what deficiencies are currently occurring. Evaluation is carried out to cover mistakes and shortcomings so that learning will run as optimally as possible. At this stage, evaluation is carried out by expressing feelings and experiences in learning activities. This activity ends with reflection and assessing the child's development after the activity is carried out.

The model trial was carried out at the Pembina Pondok Tinggi State Kindergarten, Sungai Banyak City on 18 September – 23 September 2023 with a total of 20 students who carried out culture-based learning with storybook reading activities and role-playing activities. The role playing method can improve children's skills in retelling folk tales because in role playing children learn and understand something, if there is stimulation in the form of something they have heard or seen before (Amirah & Liansari, 2023). In the learning process, the activities carried out are related to Kerinci folklore. The results of culture-based learning through Kerinci folklore make children enthusiastic during the learning process, make children understand regional culture, especially in Kerinci, and can improve six aspects of children's development. If seen in relation to the Merdeka Curriculum, this learning activity strengthens the Pancasila Student Profile Strengthening Project which provides benefits for children, including strengthening children's character in developing active positive potential, children can design learning so that children can be skilled, have a tough attitude and have knowledge of the culture around them.

As seen from the observation sheet on the six aspects of child development, teachers should implement a culture-based learning process through various activities utilizing local wisdom. So, Wahyudi (Syahraini & Nurzannah, 2023) benefits of learning based on local wisdom: (a) Giving birth to competent and dignified generations (b) Reflecting cultural values (c) Playing a role and shaping national character (d) Contributing to the creation of national identity (e) Taking part in preserving the nation's culture. In this research culture based learning such as Kerinci folklore which can be done with story book activities and role playing

through the theme "Aku Cinta Indonesia". This was obtained from pre-test data and post-test data to see the effectiveness of developing a culture-based learning model after carrying out the learning that was developed. Based on the test results, it can be seen that before using culture-based learning, children's pre-test scores in getting to know the culture around their environment were in the Starting to Develop (MB) category. The average pre-test result is 45%. Meanwhile, the post-test data after implementing culture-based learning is in the Developing According to Expectations (BSH) category with an average score of 88%. It was assessed that during the pre-test and post-test all of the children had improved, meaning that culture-based learning was effective to use and apply in learning.

Conclusion

Development of culture-based learning through Kerinci folklore at the Pembina Pondok Tinggi State Kindergarten seen in terms of learning activities and children's learning outcomes. From the aspect of learning activities during the implementation of learning, children are enthusiastic in listening, responding and carrying out evaluations. The results of children's development as seen from the observation sheet on six aspects of child development show that the children's scores during the pre-test and post-test have all increased, meaning that culture-based learning is effective to use and apply in learning. So, that the expected development according to the child's age can be achieved well and maximum.

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